U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I   [ ] Charter   [ ] Magnet   [ ] Choice

Name of Principal Mr. Erick G. Hansen
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Lanai Road Elementary School
(As it should appear in the official records)

School Mailing Address 4241 Lanai Road
(If address is P.O. Box, also include street address.)

City Encino   State CA   Zip Code+4 (9 digits total) 91436-3614

County   Los Angeles County   State School Code Number* 19647336017768

Telephone 818-788-1590   Fax 818-788-4263

Web site/URL   http://www.lanairoad.net   E-mail erick.hansen@lausd.net

Twitter Handle n/a   Facebook Page n/a   Google+ n/a

YouTube/URL n/a   Blog n/a   Other Social Media Link n/a

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date_____
(Principal's Signature)

Name of Superintendent*Dr. Byron Maltez, n/a   E-mail: byron.maltez@lausd.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Los Angeles Unified School District   Tel.   213-241-1000
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Dr. Richard Vladovic, n/a
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date_____
(School Board President's/Chairperson's Signature)

*Non-public Schools: If the information requested is not applicable, write N/A in the space.

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, a public school must meet the state's AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district   <u>448</u> Elementary schools (includes K-8)
   (per district designation):   <u>85</u> Middle/Junior high schools
                                          <u>94</u> High schools
                                         <u>148</u> K-12 schools

                                          <u>775</u> TOTAL

SCHOOL (To be completed by all schools)
2. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban with characteristics typical of an urban area
   [X] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

3. <u>1</u> Number of years the principal has been in her/his position at this school.

4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	64	53	117
1	47	48	95
2	51	46	97
3	44	46	90
4	44	48	92
5	36	36	72
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	286	277	563

5. Racial/ethnic composition of   0 % American Indian or Alaska Native
    the school: 6 % Asian
                                        1 % Black or African American
                                        3 % Hispanic or Latino
                                        0 % Native Hawaiian or Other Pacific Islander
                                        87 % White
                                        0 % Two or more races
                                        100 % Total

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 4%

    This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	**Answer**
(1) Number of students who transferred *to* the school after October 1, 2012 until the end of the school year	7
(2) Number of students who transferred *from* the school after October 1, 2012 until the end of the 2012-2013 school year	14
(3) Total of all transferred students [sum of rows (1) and (2)]	21
(4) Total number of students in the school as of October 1	530
(5) Total transferred students in row (3) divided by total students in row (4)	0.040
(6) Amount in row (5) multiplied by 100	4

7. English Language Learners (ELL) in the school: 5 %
                                                          28 Total number ELL
    Number of non-English languages represented: 9
    Specify non-English languages: Armenian, Farsi, German, Hebrew, Hindi, Portuguese, Russian, Spanish, and Vietnamese

8. Students eligible for free/reduced-priced meals: 3 %

    Total number students who qualify: 17

    If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 9 %

    48 Total number of students served

    Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

14 Autism	0 Orthopedic Impairment	
0 Deafness	10 Other Health Impaired	
0 Deaf-Blindness	11 Specific Learning Disability	
0 Emotional Disturbance	9 Speech or Language Impairment	
1 Hearing Impairment	0 Traumatic Brain Injury	
0 Mental Retardation	0 Visual Impairment Including Blindness	
0 Multiple Disabilities	3 Developmentally Delayed	

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	22
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	10
Paraprofessionals	17
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   24:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	97%	96%	96%	97%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes   No <u>X</u>

    If yes, select the year in which your school received the award.

PART III – SUMMARY

Lanai Road Elementary School's Mission Statement: All stakeholders will unite to empower our students to become critical thinkers, responsible citizens and effective communicators, with a strong foundation in academics, character development, healthy life choices, performing and visual arts, science and technology. As successful, self-motivating life -long learners, with a respect for and appreciation of diverse cultures, they will thrive in the 21st century.

Vision Statement: Lanai Road is a diverse public elementary school comprised of a dedicated community of professional educators, staff, students and parents collaborating to provide a positive, safe learning environment. We maintain high expectations and high academic standards for all students so they can reach their maximum potential, while respecting each student's unique abilities. To enable all students to build strong academic skills, we provide active learning opportunities and effective strategies to meet diverse needs. Emphasis is placed on respect for oneself and others, and the ability to lead successful and responsible lives in today's complex and changing society.

Lanai Road maintains a tradition of excellence through various self- funded programs. Enrichment programs are highly valued at our school therefore the majority of our funds are spent on maintaining highly effective Physical Education, Music, Science, Computer, and Intervention programs. These programs are taught by credentialed teachers that specialize in their field of study, and financially supported directly by parent donations through the Friends of Lanai Booster Club (FOLB). Milestones include the success of these programs. For example, our Intervention program has proven to increase student success through supporting students in all areas of academic needs and through providing highly focused and structured small group learning centers.

Lanai Road is a true community school that reflects our surrounding area. Located in the hills of Encino, an urban area of the San Fernando Valley in Los Angeles City and County, Lanai is a K-5 elementary School for Advanced Studies, with a Transitional Kindergarten Program, as well as a high-functioning Autism Without Walls program, in which students with Autism participate in the general education setting. Languages spoken by our families include English, Farsi, Russian, Hebrew, and Armenian. Our school demographics include Gifted and Talented students (15%), Students with disabilities (9%) and English Language Learners (5%). Furthermore, the interdependence between the community and staff make Lanai Road a unique and desirable school. Our school has a highly involved parent population. These interdependent groups include the PTA (Parent-Teacher Association), FOLB (Friends of Lanai Boosters), SSC (School Site Council), and ELAC (English Learner Advisory Committee). Parent participation and donations are essential for the funding of our enrichment programs.

Lanai Road has numerous strengths and accomplishments. Our API scores continue to increase yearly. In the last five years we have grown with a gradual yearly incline from an API of 933 to 950. We are ranked ten out of ten in the statewide rank, indicating that we are within the top ten percent of all schools in the state of California. Furthermore, we have also increased our similar school ranking within the last five years from a status of five to nine. This indicates how our school ranks in comparison to other schools with similar student demographic profiles. We are one of the top performing schools in the Los Angeles Unified School District. For this reason we are regularly visited by the Superintendent and School Council Members as a model school for best practices. In addition, we have a highly educated and dedicated teaching staff. Every teacher in each classroom has a cleared multiple subject teaching credential, two of our teachers are National Board Certified and three of our teachers hold Doctorate degrees. The teaching staff at Lanai Road is clearly committed to their personal education, as well as to the education of the students.

Lanai Road Elementary is worthy of receiving the National Blue Ribbon status. We are a successful school with strong administrative and community support. Despite devastating budget cuts throughout the Los Angeles Unified School District, we have continued to increase our API scores and maintain our enrichment programs. We have a tradition of excellence and determination to persevere despite current economic challenges to provide a curriculum full of enrichment opportunities in addition to our rigorous academic

programs. Our teachers are motivated to become change agents in the field of education with continuous professional development and extensive education. We believe, as a unified community, that it is important to educate the whole child by providing a foundation for a strong education, resulting in the development of life-long learners.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A) At Lanai, over 90% of students scored in the Proficient or Advanced performance levels in the areas of English Language Arts and Math on the 2012-2013 CST. The Los Angeles Unified School District (LAUSD)'s average is 51% and 63% , respectively. In Science, Lanai's fifth graders have scored 94% proficient or advanced, in direct contrast to the District average of 52%. Based on the LAUSD School Report Card, Lanai has earned the classification of "Excelling". Lanai's Academic Performance Index (API) score is 950 out of 1000.

Lanai strives for each student to be performing at the Proficient and Advanced levels to ensure students are accessing grade level curriculum. Beyond the CST, grade levels are consistently analyzing data from Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments, classroom assessments (including text book tests and teacher created performance tasks), and District Assessments; and monitor student growth, progress, and decline, to ensure that appropriate services are being implemented to promote individual growth and acquisition. This occurs in staff meetings, weekly grade level meetings, and individualized teacher-student conferences. Lanai teachers and staff strive to implement high-quality instruction to students as a whole group. Analyzing assessment driven data supports teachers in altering teaching methods as needed and when appropriate.

B) Eighty-seven percent of our student population is classified "white", including a large population of recently immigrated Russian, Armenian and Persian-speaking families. Many of these students are initially identified as Fluent English Proficient, but perform below our English speaking students.

Our District does not consider our English Learners (EL), Students with Disabilities (SWD), and Economically Disadvantaged subgroups as numerically significant; they represent a small percentage of our total school population of test taking students (5%, 9% and 4%, respectively). These populations, however, have been the focus of our intervention measures because we believe that all students can achieve at high levels.
The number of students identified Proficient and Advanced have increased for those students who are identified ELL (56% to 65%), SWD (18% to 46%), and Socio-Eco Disadvantaged (31% to 91%).

There are three major reasons for this gain, due to the collaborative spirit that makes Lanai unique.
The first is the consistent implementation of grade level common planning time. Teachers meet during District mandated staff meetings, and an additional hour, weekly. Our Booster Club's fundraising efforts made this possible by funding a full-time PE coach classes while teachers disaggregate and analyze student data and plan instruction. This allows teachers to identify students for intervention groups.
Students needing specific, targeted interventions can be taught in small groups in the classroom. Students needing more intensive, focused instruction are referred to the Learning Lab for reteaching and pre-teaching activities to help them access the core curriculum. These intensive intervention groups are flexible; we reassess students quarterly.

The second reason for our success is the implementation of intervention in the Learning Lab. We are fortunate to have a Resource Specialist Teacher (RST) who is organized, goal oriented, and personable. She created the Learning Lab where students receive focused, explicit and systematic instruction in specific math and language areas. Because she collaborates with our Booster Club funded Intervention Instructor, as well as our Autism without Walls teacher, a greater number of students are able to meet in grade level-alike small groups targeted to their specific areas of need, such as Reading Comprehension, Writing, and Math Skills.

The Learning Lab is a welcoming space for students to receive support. Intensive intervention students can request to test in this quieter space and can make one on one appointments with their teacher specialist for working on difficult concepts and long term projects. This allows students to advocate for their own learning and helps them identify key resources (people) who can help them achieve their goal.

Our Booster Club's hard work in fundraising is the third reason for our success. High performing schools receive little support from District funds. Support for the Learning Lab, computer licenses for personalized online practice, supplemental materials, as well as the Intervention Instructor's and Aide's salaries have all been made possible through their financial support.

Despite these gains, however, there is still an achievement gap. Since 90% of our overall student population scores in the Proficient and Advanced group, these three subgroups will need to continue growing. We believe that this achievement gap can be closed by continuing the on going work within our Learning Lab and continued collaboration in assessment and planning. We believe that, more focused professional development in the areas of Common Core State Standards, and assisting students with Special Needs will help teachers increase student achievement. In the absence of CST data with the newly adopted Common Core, we will be able to continue to tracking student success and needs through the network of efforts demonstrated by our stakeholders.

2. Using Assessment Results:

In staff meetings, grade level meetings-and conferences, teachers-and administrators analyze and disaggregate data from teacher-made assessments, quarterly district assessments, projects, and standardized tests to improve performance.

To ensure that teachers can collaborate and observe trends, grade levels often administer identical assessments and projects. Teachers allocate and design rubrics to guide student instruction and standardize scoring practices. Grade level teams provide student samples (anchor papers) to ensure consistency. Teachers analyze assessments and collect data to identify areas of strength, need, and concern. Areas in which a majority of the class has failed are retaught in whole groups and small groups, as applicable.

Students who are struggling may be referred to the aforementioned Learning Lab where they take part in small group, focused lessons to address areas of need.

Lanai understands that not all academic shortcomings are due to educational need. Teachers and parents can request Student Success Team (SST) Meetings-and identify areas of concern and strategies for implementation for students whose academics may be impacted by non-academic concerns. Students may be referred to therapy and counseling (through our partnership with a school of psychology) to address social-emotional factors impacting their educational progress.

If students continue to fall behind despite the interventions put in place, conversations regarding Special Education identification and support through an IEP (Individualized Education Program) are then explored by teachers, parents and administrators.

Parents are consistently updated on students' academic achievement in a variety of ways. They are informed of student progress and achievement via progress reports and conferences, including SSTs and IEPs. Many teachers use online grade books to assist in communication of individual assignments and scores. Student work is sent home on a regular basis, and frequent emails and phone calls between teachers and students address questions and concerns.

Assessment results also inform the direction of our professional development. Psychologists and teacher trainers have led in-services regarding students with ADD / ADHD, as well as twice exception learners. To improve student instruction of our underachieving gifted students, teachers partake in 16 hours of gifted training annually, on topics such as the progressive use of Kaplan Icons of Depth and Complexity to bridge themes across the curriculum. Teachers have received training in Singapore Math-and the use of diagrams and written explanation for metacognition in math, to assess students by performance tasks. To support student organization of thought, teachers received training in Thinking Maps, which improved student achievement not only in reading and writing, but in other content areas because it assisted students in understanding the relationship between big ideas and details. We strive to consistently meet the needs of the whole child when designing assessments in multiple modalities, such as long-term, hands-on projects.

Teachers are deeply involved in planning and implementing staff professional development based on interest, need, and the demands they observe in the classroom.

3. Sharing Lessons Learned:

At Lanai Road Elementary, we value professional development and believe it is critical to the field of education that professionals share best practices. For example, the teaching staff of Lanai Road collaborated with the teaching staff at Lorne Elementary to share effective strategies to achieve student success.   During this collaboration, teachers modeled demonstration lessons that targeted Gifted and English Language Learners. Teachers also broke into grade level alike groups to design lessons together that could be implemented in the classroom. The interaction between the two schools led to the creation of best practices for Gifted and English Learners that continue to be a valued asset to the instruction of our student population.

In addition to collaborating with our neighboring school, our administrative team attends monthly Instructional Cabinet meetings. These meetings provide the opportunity for local administrators to discuss current issues within the district and to create problem solving strategies to help close the achievement gap. For example, recently the administrators from Lanai joined fellow administrators from local elementary schools, middle schools, and high schools to discuss the areas of opportunity our students have in mathematics that is affecting their student achievement. Each administrative team gained additional insight as to what areas in mathematics could use more concentration to better serve the students as they further their education.

Learning instruction is not limited to the confines of the classroom at Lanai Road. For instance, teachers of our fourth and fifth grade classes take part in various outdoor education instructional camps with their students and collaborate with participating teachers from other schools. For instance, fifth grade teachers share best practices with other schools while at camp. Ninety four percent of our last year's fifth graders scored at the Proficient and Advanced levels on CSTs, which is a direct result of our team-teaching approach in fifth grade, departmentalization of science and social studies, and creation of homogenous math classes. We shared our class management strategies and ideas with the teachers from Porter Ranch Community School, who are exploring our model as a basis for their own next year.

At Lanai Road we value continuous teacher education that enables our staff to perform at their best throughout the duration of their career. Our staff attends numerous trainings throughout the year such as the Gifted Conference and Common Core District Trainings, where we have the opportunity to share effective teaching strategies with fellow teachers from diverse schools.

4. Engaging Families and Community:

Lanai has been extremely successful in working with family and community members for student success and school improvement. In fact, we have such prolific parent involvement, that many of the awards we've received are directly tied to parent volunteerism.

Lanai has developed an organized, interdependent network of supporters that includes school families, staff, and community. The last several years, Lanai parents have volunteered 105,000 plus hours to help our school. That's over half the total for a district of more than one hundred schools! Parents are given important work to do, from being involved in the development of an enriched, standards-based curriculum and raising the funds to support it, to physically putting the pieces together and making it happen. This includes the Room Parent Program, School Site Council, Literacy and Library Committee, Book Clubs, Backpack News, traffic monitors, and a vast array of Curriculum Enhancement programs, including the Art and Science Docents, Multicultural Day, Lanai Leader Newsletter, and Reflections. All of these programs are overseen by the PTA Curriculum Enhancement Program and funded by our separate nonprofit Friends of Lanai Booster (FOLB).

Parent Volunteers are involved on all levels, from grant writing, to dressing up as storybook characters and reading to classes, to serving alongside teachers and school administrators at the School Site Council enabling us to best respond to the educational and personal needs of the entire student body. We all feel a sense of responsibility to strengthen the bond and enhance the essential partnership between parents and teachers. We have developed programs, events, activities and forums to strengthen school and home connections, so that teachers receive the support they need, parents receive the feedback they seek, and students receive the enriched educational experience they deserve.

Students volunteer for our school as part of an important part of our school community. Student Council and Kinder Walkers are student organizations that lead the student body in volunteer programs that benefit the whole school. Team Lanai Cares (TLC), is a joint task force of teachers, parents, and students who promote community involvement through donations to various local charities. The Recycling Program has allowed our students to take responsibility for their school environment and our planet. Families additionally participate in quarterly Sparkle Days to maintain and improve school grounds by planting flowers and improving common areas, which has resulted in Campus Beautiful Awards for our immediate District.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Lanai Road Elementary School's core curriculum addresses the learning standards that apply to our students. We utilize the Common Core State Standards (CCSS) to provide access to our diverse student population, addressing the needs of our English Language Learners, Special Education population, and identified GATE group. In addition, we employ such instructional methodologies as Differentiated Instruction with the Icons of Depth and Complexity, Thinking Maps, Question Answer Response utilizing Bloom's Taxonomy, Total Physical Response (TPR), large group instruction, small group instruction, and opportunities for intervention.

In Language Arts, we follow the California Treasures Reading Program, but also utilize Core Literature in each grade level from K-5. Many grades utilize Accelerated Reading Program, Reader Rabbit, ABC Yay!, Weekly Reader Magazine, Time for Kids, Lexia Reading, Moby Max and Koreh L.A./Parent Volunteer Readers. We participate in a school-wide Literacy Fair, Scholastic Book Fair, and many teachers encourage their students to participate in ordering Scholastic Reading materials. Each classroom participates in weekly visits to our school Library and has access to our Library and Library Aide during their recess and lunch periods.

In Math, our school follows the Envision Math Program (K-2) and California Harcourt School Publishing Program (3-5). In grades K-5 we supplement instruction with using hands on manipulatives, following Marcy Cook activities, Marilyn Burns activities, Math Their Way, Mad Minute, IXL Math, Moby Max, Singapore Math, Mathematics, Yes! and Hands on Equations.

In Science, we follow the FOSS Program, and are fortunate to have a full time credentialed Science Instructor that implements lab opportunities for hands on instruction. We have a Garden Program, Recycling Program, and Science Explosion Days funded by the Curriculum Enhancement Parent Group. In Social Studies, we follow the Scott Foresman Program, and make Social Studies come alive by inviting guest speakers, attending field trips, and having on-site field trips that re-create eras of history (ie: Abraham Lincoln, Chumash Indians, Gold Rush) We also participate in monthly Multicultural Activities to gain appreciation for other cultures.

We are fortunate to have a full-time, credentialed Physical Education Instructor, funded through parent donations, that implements a P.E. program to prepare all students (K-5) for the Presidential Physical Fitness Test given in Grade 5. He provides opportunities for students to increase their fitness levels and learn the fundamentals of sports (ie: soccer, hockey, football, baseball, and volleyball). Our Physical Education Instructor also spearheads a school-wide morning running program, Laps for Lanai fundraiser, and Go For the Gold Running Program for fourth and fifth grade students. Both programs incentivize students to be physically active. His full-time status allows teachers to be able to collaborate at weekly grade level meetings to ensure full implementation of all academic curricular areas, while entire grade levels of students are receiving meaningful lessons in health and physical fitness.

A Certified Nutrition Instructor provides monthly instruction to each grade level. Students participate in a Fruit and Vegetable Challenge, competing to maximize their daily intake of fruit and vegetables. Our students are introduced to new fruits and vegetables in our parent-run Harvest of the Month Program. We utilize the Macmillan/McGraw-Hill Health and Wellness Curriculum Program to provide support in meeting our health and fitness goals in the classroom.

Lanai Road employs a full time Computer Lab Instructor and Aide, allowing K-5 students visit the Computer Lab weekly to learn skills that help achieve the CCSS, prepare for the Smarter Balanced Testing, and provide computer and technology fluency for the 21st century. Each classroom has an ELMO Document Reader and access to Laptops, tablets, and several classrooms have Smart Boards to enhance our curriculum.

Lanai Road participates in the LAUSD Arts Prototype Program, receiving instruction in Visual Arts, Performing Arts, and Dance. Additionally, we employ a credentialed Music Instructor to enhance the part-time instruction of the LAUSD provided Music Teacher. Each classroom receives weekly Music Instruction that addresses CCSS, and participates in Theater Arts, provided by a qualified Parent Volunteer following a developmental pacing plan of instruction. Additionally, Lanai students are provided after-school opportunities to participate in theater productions and talent shows, as well as weekly chorus and orchestra lessons.

2. Reading/English:

Lanai Road utilizes the Treasures Reading Series from Macmillan/McGraw-Hill. This standards-based program (built on a foundation of extensive research, addressing all five components of reading including: phonemic awareness, phonics, vocabulary, fluency and comprehension), was chosen because it encompasses many social science, science and health curricular areas. Students are reading to learn while learning to read. Explicit, systematic instruction is infused throughout the program using small group, whole group and individual instruction to meet the needs of our students. Teachers supplement the program with high-quality literature as a cornerstone of this program. Grade-level teams carefully select core literature related to the current theme that enhances the mastery of skills and the level of interest. hildren meet in literature circles and collaborate in book clubs to improve all areas of reading.

Foundational reading skills are introduced, acquired and enhanced at all grades. Teachers model the skills necessary for students, so they can complete closely supervised group work. Multiple opportunities for individual and group practice using hands-on strategies are part of every classroom curriculum. Teachers are constantly connecting new information to previously learned information and skills, enhancing the learning process. Students are given multiple, unique opportunities to demonstrate their mastery of content and strategies, including creative dramatics, video taped productions, reader's theater, literature circles and the creation of visual representations, that incorporate Gardner's Eight Multiple Intelligences, allowing a wider spectrum of differentiating instruction and a deeper appreciation of reading. Lanai Road continues to incorporate new technology to better prepare students for future endeavors, including but not limited to, the use of iPads for one on one student assessment and online activities that provide students with individually scaffolded lessons that meet their needs in math and language arts.

Lanai Road was awarded Distinguished School status several years ago. This was due to our outstanding CST scores, as well as our innovative programs. Our CST reading scores continue to increase, with student scoring proficient or advanced at 80.8% in the 2008-2009 school year to the 2012-2013 school year, where the total was 90.4%.

Despite those gains, there is always room for improvement. Students performing below grade level expectations in language arts and math are identified through data analysis and teacher input for Intervention and take part in the Learning Lab, a successful pull-out collaboration taught by our Intervention Instructor, RSP Teacher, and Autism without Walls Teacher.

3. Mathematics:

Lanai values applied mathematics, incorporating real-world problem solving, and critical thinking skills. Providing the environment to achieve this goal, we focus our curricular instruction on performance tasks rather than worksheets of rote facts. Our instructional methods center around cooperative-learning, with students articulating their thoughts and ideas with partners, group members and whole class discussions. We chose this approach because we believe all children can learn when they are reached through multiple modalities. If given the right opportunities and foundations in elementary school, they will be on the right track for college readiness.

As educators, we spend a great deal of time attending professional developments and sharing best practices at grade level and staff meetings to help our students acquire the foundational skills needed to master mathematical understanding so they eagerly and confidently approach tasks that require higher level

thinking. Students are expected to defend their answers with evidence, and to clearly articulate their reasoning to their teachers and classmates. For example, students are not only able to solve the algorithm 8 X 7, but also be able to articulate the same product in a variety of ways, including but not limited to, written explanations, diagrams, numerical and symbolic representations.

Teacher-selected, as well as student-chosen manipulatives, are available and used on a daily basis in all classrooms. We understand that not all students learn at the same rate or in the same way. As a community, we have made differentiated instruction a priority. As a School for Advanced Studies, it is mandatory for our staff to be well-trained in the latest educational methods for high-achieving students. Furthermore, we have flexible grouping and intervention programs in place to support and consistently monitor students struggling to achieve grade level standards. Recently this has included taking a critical look at our classroom practices and their alignment with the Common Core Standards.

CST data shows that this format has been working for our student population. Over the past five years we have seen an overall school growth in mathematics of 7.1%. More specifically, we have seen a tremendous growth in our students with disabilities and our students that are from socio-economically disadvantaged homes. Over this past year our students with disabilities scoring basic and above saw a growth of 6.8%. Our students from socio-economically disadvantaged homes also saw a notable growth (37.6%) over the past five years.

4. Additional Curriculum Area:

Lanai boasts a fully credentialed, full-time PE Coach who embraces the Teaching, Learning and Assessment Cycle, through basic skills, coordinated movement, and object manipulation to teach traditional sports and playground games. He sees all classes, at all grades, year after year; his lessons have a consistent format and steady progression.

His instructional methods follow a cycle: warm up, stretches, cardio, and isolated skills are taught, then practiced as a combination of movements. Kids learn about fairness and sportsmanship, and gain a sense of individual and team accomplishment. In his Volleyball unit, Coach teaches the vocabulary, and provides demonstrations during skills isolation. Small groups practice the bump/pass, set and spike series. After a few classes of skill building and rule review, the students are ready to play an entire game. Coach recognizes that benchmark assessments in skills, rules, cooperation/teamwork, endurance, flexibility and sportsmanship must be mastered before game time.

Academic skills are incorporated. Primary students skip count during stretches, reinforcing multiplication tables. Upper grade students calculate their heart rate, and write essays about active lifestyles, healthy choices, and game reviews.

Our program is unique and is our highlighted curricular area: it builds on the essential skills necessary in fitness and health, along with character building and sportsmanship, and permeates our school culture of collaborative spirit. FOLB specifically funds a full time coach not only for individual classes to have PE, but so that grade level teams can collaborate. Coach leads entire grade levels weekly, through circuit training areas with the help of parent volunteers.

Running has become a cornerstone of success. Coach and parent volunteers run our Morning Laps program. Students track their daily, weekly and monthly lap totals to compete for individual and class awards. Last year alone, Lanai students ran a total of 21,813 miles! Our annual Laps 4 Lanai Fundraiser allows student to raise money for their school through community sponsorships.

Our fifth graders are a good indicator of our success. Ninety-one percent of our fifth graders complete a one mile run within or above the Healthy Fitness Zone (in contrast to the District's average of 47%). Ten recipients (on average) of our 72 students receive the annual Presidential Fitness Challenge Award, and over half of them get the National Awards.

Coach received the Local Fitness Hero Award Health and Fitness from My Gym, and his Morning Laps program received a grant from ING.

5. Instructional Methods:

The philosophy of Lanai Road is that all students benefit from an enriched academic program. Our student population is diverse: 15% are identified Gifted and Talented, 9% are Special Education, and 5% are English Language Learners. In addition to these "identified" students, we recognize that each child has their own individual needs, interests, and experiences. Therefore, all students have high levels of expectations set before them and are given the assistance and encouragement to reach them. All levels are supported throughout the day through programs like our innovative Learning Lab, Science/Garden Lab, Computer Lab, and our Performing Arts Program (theater, dance, and music), on-site curricular experiences, and off-site trips and camps. These opportunities allow the students to explore concepts in a hands-on and meaningful way, with the understanding that all students learn through different modalities.

In the classroom, students are encouraged to explain the process by which they reached their conclusion, and not simply give an answer. This strategy is practiced across the curriculum, though it is most often practiced while exploring math concepts. The use of core literature and informational texts provides opportunities for the students to analyze and understand multiple viewpoints. Students are guided through active discussion, debate, and in-depth questioning to create a deeper connection and across curriculum concepts and universal themes such as "Change" and "Systems".

Technology plays an integral part of our academic program. In addition to our computer lab, each classroom has access to iPads and laptops that can be used for research and enrichment. Site licenses have been budgeted for programs such as Accelerated Reader, Moby Max, IXL, and Lexia. Lower grade students explore project based learning assignments in conjunction with learning basic computer skills. Upper grades expand on those themes, including a research-based cooperative learning model, including writing, directing and editing student films, and developing multimedia presentations.

Through multiple modalities, hands-on learning, interactive labs, and student selected performance tasks based on Gardener's Eight Intelligences, Lanai is able to differentiate instruction to reach a variety of learners at their level. Thinking Maps, allow students a format for visual representation, no matter their academic level. The success of our instructional methods can be evidenced in the continued rise of CST scores for every subgroup, as well in classroom instruction where teachers further differentiate instruction with dimensions of Kaplan's Icons of Depth and Complexity and the use of Bloom's Taxonomy.

6. Professional Development:

Lanai's professional development is designed to support a diverse population of students and improve the teachers' instructional practices in the classroom. The goal for each professional development is for administrators and teachers to learn effective instructional strategies to implement in each classroom from Kindergarten through Fifth Grade, so that there is consistency in the use of academic language and a continuity of program. We believe that effective and consistent PDs directly impact student achievement.

Currently, our school is transitioning to the new Common Core State Standards (CCSS), which will prepare students for college and their future careers. These new academic standards require more rigorous critical thinking skills from our students and also require teachers to focus on fewer skills in greater depth, instead of a breadth of skills, shallowly learned. Students are required to support their thinking with evidence and teachers changing some of their instructional practices in the classroom to embrace this new model. We have a Common Core Lead Team who attend district CCSS trainings in order to provide PD to all staff members at our local site, and discuss ways to differentiate the instruction of the newly adopted standards for our diverse student population. Staff members are provided information and background of the new CCSS, and their application and implementation in the classroom.

Professional development trainings at our school site also focus on the diverse population of learners at our school. Fifteen percent of our student population is identified Gifted. Teachers attend an annual Gifted Conference off-site, in addition to on-site trainings such as Singapore Math, Kaplan Icons, Twice Exceptional Learners, and the Four Levels of Questioning in order to meet the needs of our Gifted students and to provide academic rigor for all students in the classroom. We have also had in-services with psychological professionals on meeting the needs of our student with special needs.

Nine percent of our students are English Language Learners (ELLs). Our Bilingual Coordinator provides professional development on effective strategies in order to meet the needs of ELLs at different levels of language acquisition, including SDAIE Techniques, Thinking Maps, Reclassification, ELD Portfolios, CELDT, and the LAUSD Master Plan.

With the variety of professional development trainings provided to the staff we are continuing to develop and improve our teaching practices and strategies to continue to improve student achievement, as evidenced by our annual increase in CST scores, and student performance in the classroom.

7. School Leadership

Lanai's philosophy embraces a school culture that promotes a collaborative spirit between students, parents and staff. Teachers and staff work in conjunction with parents to provide meaningful learning experiences for students to achieve academic success. Lanai's philosophy of a shared leadership structure and interdependence permeates everything we do, and is the cornerstone to our academic success and positive school culture. The following leadership groups unite to form the foundation to the success of our school.

- P.T.A. – provides hands-on curricular enhancement activities, such as Multi-Cultural days, Art Programs, Science Programs, Music Programs, Campus Beautification, Room Parent Programs, and Traffic and Safety Committees.
- Friends of Lanai Booster (FOLB) – fundraises for the PTA's operating budget, and the school's supplemental funding. Annual events, such as the LoVE fund (Lanai Values Education), and Spring Auction, as well as our Halloween Spooktacular Carnival, provide financial stability, directly impacting our materials and training budget.
- School Site Council- a steering committee of parents, staff and teachers make decisions for the school to ensure consistency with our Mission and Vision statements, and Single Plan for Student Success.
- English Language Advisory Committee (ELAC) – parents and staff ensure that our English Learners meet annual language goals. ELAC organizes PTA-funded multicultural celebrations, when students learn cultural dances, share food and traditions to expose students to our diverse population in L.A.
- Grade Level Chair Committee - grade level lead teachers meet monthly to plan and discuss academics, schedules, directives from the District, and upcoming school events to share at weekly grade levels meetings.
- Student Council - composed of a panel of student-elected fifth graders they meet weekly to improve student relations, make school improvements, and plan weekly Spirit Days. They have funded tents for common areas, trees for campus beautification and gifts for retiring teachers through the sale of holiday candy grams. Student Council co-leads the Recycling Program, Kinder Walkers, Play Leaders, TLC Charity Drive, and are production assistants during school performances, lead Monday Morning Assemblies.
- Principal- The role of the principal is to provide servant leadership. He facilitates and encourages collaboration among all stakeholders as a cheerleader for our success, inspiring teachers to continue creating achievable, yet challenging academic goals. More of a collaborator and coach than a "boss", he ensures that all stakeholders work together to provide a safe learning environment, fostering a solid academic foundation. He cooperates with our Community Representative to ensure consistent communication between the school and community.

STATE CRITERION--REFERENCED TESTS

Subject: Math   **Test:** CST
All Students Tested/Grade: 3   **Edition/Publication Year:** 2013
Publisher: ETS

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	94	93	98	88	81
% Advanced	76	73	84	74	65
Number of students tested	106	81	82	82	79
Percent of total students tested	99	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced	100	80	82	38	38
% Advanced	58	30	73	25	13
Number of students tested	12	10	11	8	8
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or					

Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	94	96	99	90	82
% Advanced	75	75	87	77	68
Number of students tested	96	69	74	68	62
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: The data pulled from the California Department of Education did not provide specific grade level data for the number of students alternatively assessed.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 4
Publisher: ETS

Test: CST
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	96	96	93	94	91
% Advanced	79	84	90	81	73
Number of students tested	75	80	70	64	67
Percent of total students tested	99	100	99	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced	63	78	67	60	75
% Advanced	50	56	67	0	50
Number of students tested	8	9	9	5	8
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	100	95	93	98
% Advanced	81	86	92	80	81
Number of students tested	62	66	62	61	48
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: The data from the California Department of Education does not provide data showing the number of students alternatively tested.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 5
Publisher: ETS

Test: CST
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	93	94	88	92	90
% Advanced		66	74	63	64
Number of students tested	70	70	65	65	78
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced	80	60	46	78	67
% Advanced	40	20	18	44	67
Number of students tested	10	10	11	9	6
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	98	89	98	90	95
% Advanced	72	74	73	64	60
Number of students tested	53	61	52	50	58
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: The data from the California Department of Education did not provide data for students who take alternative assessments by grade level.

Subject: Reading/ELA   **Test:** CST
All Students Tested/Grade: 3   **Edition/Publication Year:** 2013
Publisher: ETS

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	83	85	77	78	73
% Advanced	46	49	46	42	47
Number of students tested	106	81	82	82	79
Percent of total students tested	99	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced	100	80	82	38	38
% Advanced	58	30	73	25	13
Number of students tested	12	10	11	8	8
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	94	96	99	90	82
% Advanced	75	75	87	77	68
Number of students tested	96	69	74	68	62
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: The data from the California Department of Education did not provide data for students who take alternative assessments by grade level.

Subject: Reading/ELA   **Test:** CST
All Students Tested/Grade: 4   **Edition/Publication Year:** 2013
Publisher: ETS

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	93	91	87	88	82
% Advanced	71	75	75	80	69
Number of students tested	75	80	71	64	67
Percent of total students tested	99	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced	50	78	33	40	38
% Advanced	25	44	33	0	25
Number of students tested	8	9	9	5	8
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	98	92	90	87	90
% Advanced	74	74	76	79	77
Number of students tested	62	66	62	61	48
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: The data from the California Department of Education did not provide data for students who take alternative assessments by grade level.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA   **Test:** CST
All Students Tested/Grade: 5   **Edition/Publication Year:** 2013
Publisher: ETS

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	94	94	89	82	88
% Advanced	69	71	71	59	65
Number of students tested	70	70	65	65	78
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced	60	60	36	44	67
% Advanced	30	40	9	11	50
Number of students tested	10	10	11	9	6
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	95	98	89	87	92
% Advanced	67	76	71	65	68
Number of students tested	58	53	61	52	50
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: The data from the California Department of Education did not provide data for students who take alternative assessments by grade level.